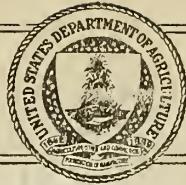


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U. S. DEPARTMENT OF AGRICULTURE
Office of Information
Press Service

WASHINGTON, D. C.

RELEASE FOR PUBLICATION
 SEPTEMBER 5, 1934 (WEDNESDAY)

THE MARKET BASKET

by

Bureau of Home Economics, U. S. Department of Agriculture

FAMILY FOOD GUIDE TO LOW-COST BALANCED DIET

Every meal -- Milk for children, bread for all

Every day --

Cereal in porridge or pudding

Potatoes

Tomatoes (or oranges) for children

A green or yellow vegetable

A fruit or additional vegetable

Milk for all

Two to four times a week --

Tomatoes for all

Dried beans and peas or peanuts

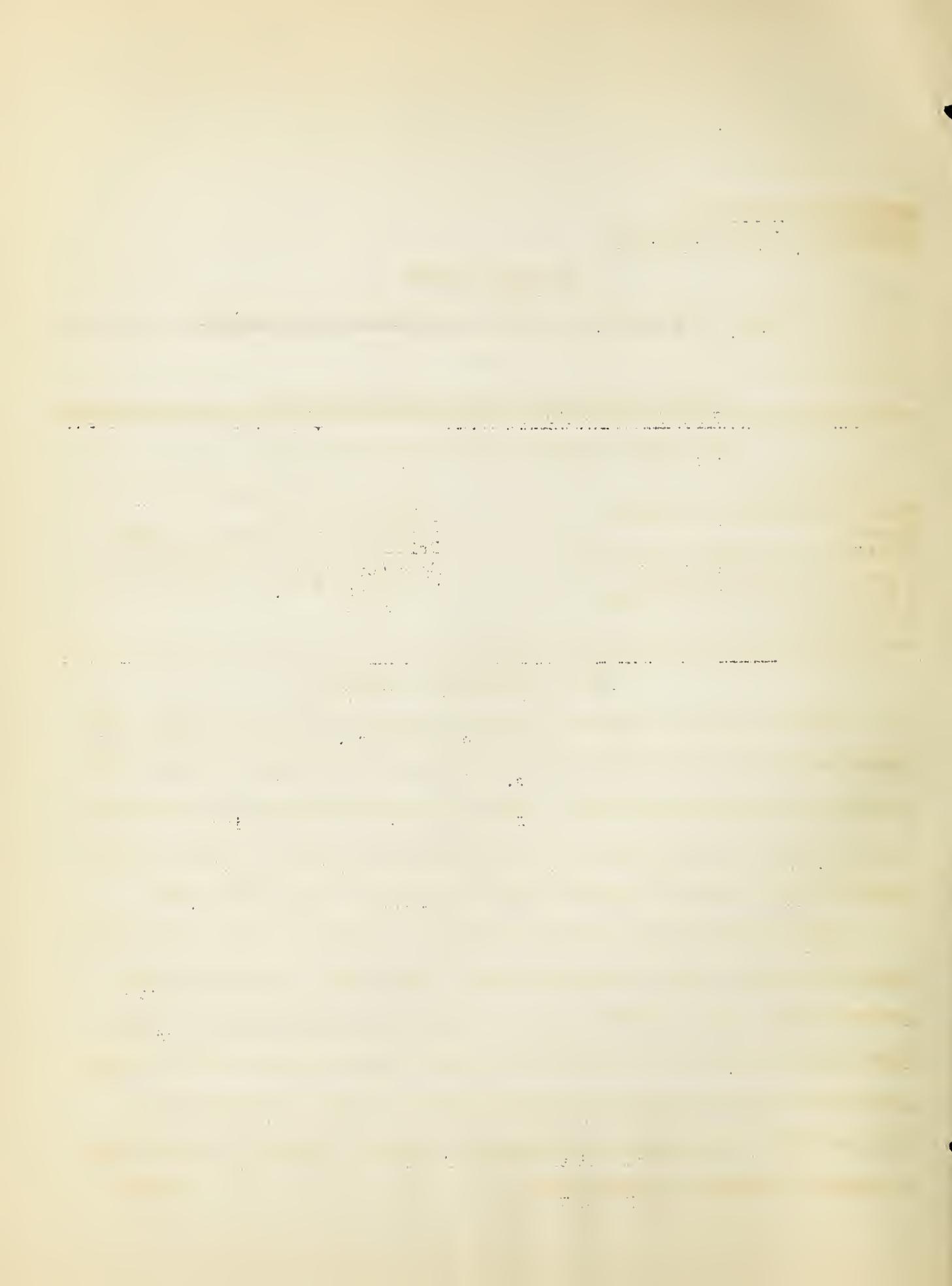
Eggs (especially for children)

Lean meat, fish, or poultry, or
cheese

GREEN SOYBEANS AS A VEGETABLE

Forage crops are intended as food for livestock. But some forage crops furnish excellent food for human beings, and this fact now has a new importance in the drought-stricken Middle West. Just as the South has used its cowpeas for the triple purpose of feeding stock, enriching the soil, and providing a staple vegetable for the table, the Middle West can now turn to its soybean crop.

And fortunately, there are more soybeans than usual in some of the very regions where other crops have suffered most. Where other crops were winter-killed; or where later they were ruined by drought and burning heat; or where fields were taken out of corn and wheat production under agreement with the AAA -- in many such places the farmers planted soybeans as a good dry-weather crop. All told, there are thousands and thousands of acres of soybeans just now coming to maturity throughout the Middle West.



Here, then, says the Bureau of Home Economics of the U. S. Department of Agriculture, are possibilities for a green food that is now much needed by the people whose crops and gardens have been destroyed by drought and summer heat. While the soybeans are green, they can take the place of other green vegetables. And the beans the family would eat out of acres planted for soybean hay would never be missed by the stock.

It is true, of course, that if you are planting soybeans in your garden, to have them for table use, you do not choose the same varieties that you plant for hay or pasture for livestock. For the garden you would probably choose the "Hahto", or the "Easy Cook" varieties, which are especially recommended as green vegetables and dry beans. Or you might want the seed of new varieties which the Department of Agriculture is developing on its experimental farms.

But it is also true that the field beans -- Manchus or Illinis or Dunfields or Mandarins or Haberlandts -- make a good green vegetable. These are common varieties throughout the Middle West, and there are others that are good to eat.

So far, say the agricultural authorities, the soybean has been used in the United States chiefly as forage, being preserved either as hay or silage, or cut and fed green, or used as pasture for hogs and sheep. But in the Orient, the people use soybeans largely for their own food, in place of meat and dairy products, and this can be done because the soybeans are rich in proteins of almost the same "efficient" quality as the proteins of meat, or milk, or eggs. The beans are good sources also of calcium, phosphorus, and iron, and the green ones furnish vitamin values as well; especially vitamins A, B, and G. They contain very little starch and are therefore often used in diets for diabetics.



Green soybeans are hard to shell but they are good cooked and served in any of the same ways that fresh lima beans or green peas are served - boiled and seasoned with butter or salt pork; or creamed; or in succotash; or scalloped with tomatoes, corn, and bread crumbs; and so on. The green soybeans shell more easily if first boiled in the pods for about 3 minutes. The shelled beans should then be boiled until tender, probably about 30 minutes.

An Oriental way to serve soybeans is to boil the beans in the pods, in water flavored with soy sauce, and serve them to be eaten from the pod. For our purposes, instead of cooking in soy sauce, the beans may be boiled in salted water. The open side of the pod, as held in the fingers, may be dipped in melted butter seasoned with a little soy sauce, and the beans eaten in the fingers from the pod.

To be served at their best, green soybeans should be picked at just the right stage of development - that is, when they have reached full size and are still green and succulent.

INFORMATION FOR THE PRESS

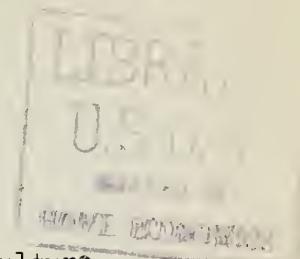


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WASHINGTON, D. C.

RELEASE FOR PUBLICATION
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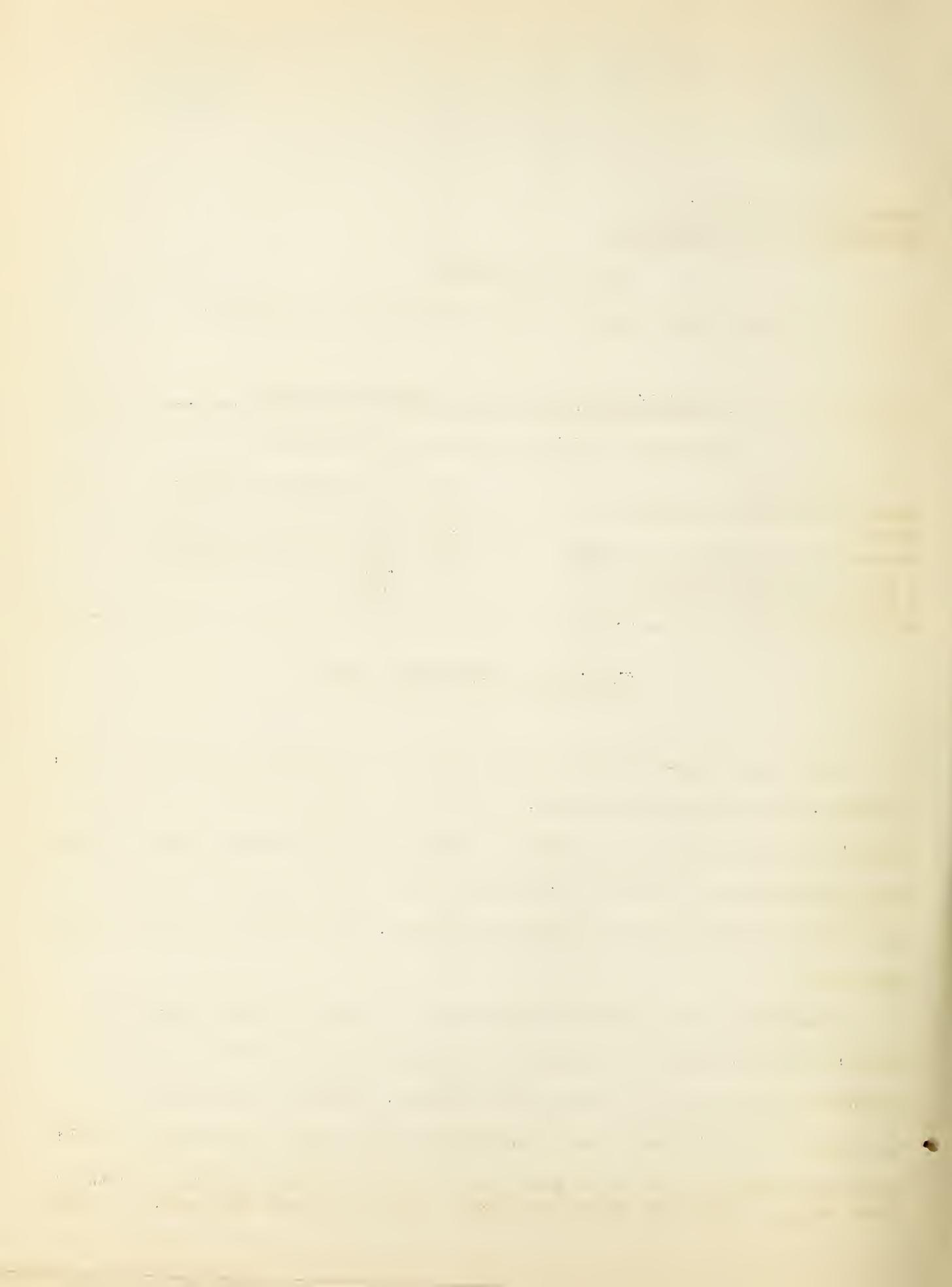
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THE SCHOOL LUNCH PROBLEM AGAIN

The school lunch problem is still with us, and it has more than one angle, of course. Not only the food itself, and how to provide and serve it, not only the suitable time and place for the children to eat, but the children's choice of foods they buy--all these are parts of the problem. What to do about it is partly up to the schools, partly up to the parents and teachers, and partly up to the children themselves.

The schools must provide the time and the place for a good lungh to be eaten in comfort, say the specialists. The schools should provide the food also for children who do not or cannot bring their own. Schools can get relief funds to provide this meal free to the needy children. The parents and teachers should guide the children to the right choice of foods. And children should spend their lunch money, not just for sweets and "pop", but for the foods they need. 612-35



The Bureau of Home Economics of the U. S. Department of Agriculture calls attention to these and other suggestions resulting from a survey by a Massachusetts committee composed of public health officials, extension workers, and representatives of public welfare organizations. This committee reported upon 305 schools in 85 cities and towns. They found that more than 47,000 children in these schools either brought their whole lunch, or carried a lunch and bought something more.

And right there, of course, in what the children brought and what they bought, are facts somebody should deal with. Only a little more than one quarter of the children had milk at lunch. Only 18 percent had raw fruits and few had cooked fruits. Only 12 percent had cooked vegetables, very few had raw ones. Only 10 percent had meat, egg, or fish. Only 11 percent had a hot dish of any kind. Not many good lunches, on that showing, for the most of those children.

What did the rest of them eat? In the schools surveyed in one county, all the children had sweets, though only a fifth of them had milk. Lunch pennies and nickels go very often into chocolate bars, or some other candy, and "pop." This certainly is not as it should be, for although sweets may be all very well in their place, they dull the appetite for other foods, and should be eaten only after all other food needs are satisfied. But:--At recess time there is the corner store, or the push cart, or the candy slot-machine somewhere near by; and if the school offers no competing attractions, the children naturally buy sweets.

Or maybe they choose the sweets anyhow. Much depends on the child's training at home. Child specialists and most parents agree that the child can be taught to want the foods that are good for him. It is a question of beginning his teaching when he is very young.

But take the facts as they are reported here. The children in the Massachusetts survey who brought a part of their lunch spent about 3 to 5 cents for extra food. With a school lunch room in trained hands, it should be possible to provide a very good hot dish for the 3 to 5 cents those children spent to supplement what



they brought from home.

The Bureau of Home Economics has worked out menus for three weeks' school lunches, providing one hot main dish each day, with milk, bread, and butter, and fruit of some kind. These main dishes, when made in quantities for 50 children, by recipes which the Bureau furnishes, can be provided at a cost of not more than 2 to 5 cents for a good-sized serving. The list includes split pea soup with cured pork; peanut-butter-and-tomato soup; cracked wheat chowder; codfish, spaghetti and tomatoes; creamed eggs; creamed mixed vegetables with egg; liver and tomato with spaghetti; vegetable soup; corn and potato chowder; creamed fish with vegetables; eggs and rice in tomato sauce; meat and vegetable stew; cream of potato soup; lima beans with bacon and tomatoes; creamed salmon and noodles.

The cost of these dishes will vary, of course, with the locality, and may change somewhat from week to week. At present Washington prices, which are higher than the food prices in many other large cities, the cost of these dishes ranges from $1\frac{1}{2}$ to $4\frac{1}{2}$ cents per serving.

These suggestions are contained in a mimeographed pamphlet which can be had free by writing to the Bureau of Home Economics, U. S. Department of Agriculture, Washington, D. C. Briefly, this is some of the advice it contains:

Low-cost, nourishing school lunches may be built around one inexpensive hot dish, supplementing this with sandwiches, milk, raw fruit, and sometimes cookies.

Creamed vegetables, meat and vegetable stews, nourishing soups rich in vegetables or milk or both, beans or other legumes, eggs prepared in some simple way, cheese prepared in white sauce or tomatoes, and scalloped dishes if the equipment includes an oven, are suitable main dishes. They offer plenty of variety, so that there need be no duplication for several weeks. It is important to plan lunches far enough ahead to make sure that the main dishes of each week include all of the kinds of food essential for good nutrition.



The amount of bread and butter to serve for the school lunch depends upon the main dish -- how filling and how nutritious it is. It also depends upon the age of the children. Two slices of bread and butter or a two-slice sandwich is the quantity suggested for general use. Children in the first grades might need only one slice; in the upper grades, perhaps three slices. Whole-wheat bread may well be used at least half of the time. It is possible to make a loaf of bread containing a high proportion of dried skim milk which adds nutrients very desirable for the child's lunch.

In order to introduce raw vegetables (mainly for vitamin C), grated or finely chopped carrots, cabbage, lettuce, or celery may be mixed with creamed butter, or with a little mild salad dressing and creamed butter. This mixture lightly salted makes an excellent sandwich filling. Raw carrot sticks, turnip sticks, a stalk of celery, or a leaf of lettuce served with plain bread and butter sandwiches may prove easier.

Peanut butter mixed with mild salad dressing, seasoned cottage cheese, or grated American cheese with salad dressing are good and inexpensive fillings to use when the main dish is a little less nourishing than usual.

Raw fruit supplements the vitamin content of cooked food especially well. Furthermore, it is easy to serve and to eat, and children usually are well pleased with plain raw fruit. The choice depends upon cost, which in turn depends upon the season of the year. An apple, an orange, a peach, a pear, some grapes, or a ripe banana (with speckled yellow or dark brown skin and black seeds) -- one or another of these would be in season any time of year.

Fruit sauces or baked or canned fruit may be substituted for fresh fruit part of the time for variety, if facilities for cooking and serving allow. Complicated desserts are more expensive, increase the time and trouble of preparation, of serving, and of dishwashing, and are not necessary.

Simple cookies may be served to increase the food value of the lighter lunches, and they also add interesting variety of texture and flavor. "Bought" cookies are satisfactory, but homemade kinds, such as rocks or hermits, and oatmeal, whole-wheat, or molasses cookies, are easy and inexpensive to make, and furnish another opportunity for adding milk solids to the diet.

Each child should have a full cup (one-half pint) of milk to drink at each meal. This is in addition to any milk used in the preparation of the main dish. It may be served as cocoa occasionally if time and equipment allow.

